

CHILD-WELFARE MAGAZINE

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WAR SERVICE OF MOTHERS

Do not neglect the care of the children but double your efforts in their behalf.

Stand by the boys in Army and Navy. Give them all the inspiration, all the love, all the cheer that is possible.

Save the babies.

Help the erring boys and girls. Stand by the government. Work with it. Sacrifice, think, plan to be helpful wherever the way opens.

Remember that God rules the universe, that His Kingdom is an everlasting Kingdom and His dominion from everlasting to everlasting, that through tribulation and sorrow life's greatest lessons are learned.

Learn the lessons the war is teaching. Apply them to life—that children and children's children may not have to meet the same trials that have come this generation.

President's Desk

In one rural county of Pennsylvania thirty-five schools could not open in September for lack of teachers. The same condition exists in all parts of the country.

Lack of Teachers
Another War
Problem

George Drayton Strayer, of Columbia University, states that "at the present moment one of the greatest needs in all our school systems is for more adequate salaries for teachers. Throughout the country young men and women are hesitating to enter normal schools or teacher-training classes. The enrollment in these institutions has dropped anywhere from 10 to 40 per cent. Those already at work in the schools have, in large numbers, left the profession on account of the more adequate opportunity offered in industrial or commercial life. The very salvation of our public school system depends upon the paying of salaries adequate to attract and to retain in the teaching profession our best young men and women—those who are most competent to hand on to the children the ideals in which we believe and to teach them to appreciate the institutions which are peculiar to our democratic society. In this case, as in the others which have been mentioned, the community can be made to recognize its obligation only when all the facts are presented. Here too there is a distinct advantage in holding up for consideration those communities which pay more adequate salaries and which are able to maintain a higher standard of preparation for those who would teach in their schools."

The future of the nation demands that no school shall remain closed because there are no teachers. The British and the French took for their slogan "They shall not pass. The line shall not break." Against every attack their will held off the foe.

In America today every Parent-Teacher Association should take as its slogan, "The schools shall not close. Teachers shall be kept, whatever the cost." No financial saving can make up for the closing of schools to the youth of today.

No other organization is so well fitted as the National Congress of Mothers and Parent-Teacher Associations to take upon itself the duty of seeing that every school is kept open and is keeping up to standard. Even if mother-teachers are drafted to fill the need it is as truly a war service as one can give.

A committee should be appointed by each state and local president of the National Congress of Mothers and Parent-Teacher Associations to coöperate with boards of education in meeting the emergency that war brings us.

When boys of fourteen can and do earn as much as is paid to teachers, when the many inducements for higher salaries in patriotic work are offered, the only way to keep the schools intact is to place teaching among the patriotic duties, and to increase the pay in the same ratio as has been done in every trade or profession."

Every parent and every parents' association should enlist to hold the line of schools intact—to say *The Schools shall not close. No child shall be deprived of his right to education.*

Statesmen and educators are striving to solve the problem of condensing the educational work of schools in such a way that children of these war days may not suffer any lack because of the war.

Thoughts of Some Educators on War Problems

State Superintendent Mr. Francis G. Blair, of Illinois says:

"I hope your association or club will do all in its power to see that young men, who are now employed and who should attend school this fall, enter the schools as early as possible. The nation needs educated men. *We can supply crippled soldiers with artificial limbs, but there is no form of pedagogy through which you can repair the loss of educational opportunities and training.* We shall have lost heavily whatever may attend our arms, unless we raise up a generation of intelligent and well-trained citizens to take the places of those who die in battle and to act as leader in the great reconstruction period."

Miss Elizabeth Harrison, President of the National Kindergarten College, and vice-president of the National Congress of Mothers and Parent-Teacher Associations, represented the Congress at the meeting of the School Patrons in Pittsburgh. In reporting it she said:

"I took as my theme, that as the war has curtailed the educational opportunities at the upper end of the line, it behooved us to increase those at the lower end of the line, and I then showed them how much conservation of time, of thought, and of effort could be made if mothers only rightly understood their children and began definitely and scientifically in training them into right habits of order, thrift, truthfulness, honesty and true reverence.

"I recently attended a state conference of the community centers movement and have witnessed the helplessness of the heads of our state universities, state and normal schools and superintendents of public schools in the matter of trying to prevent the passing of the new draft law, drafting boys of eighteen years of age, and all the time they were talking and planning I kept thinking, if more education is needed why not begin definitely to educate early in the home and kindergarten, instead of bemoaning the fact that one or two years were being taken from the top. I feel quite sure that the time will come when what we stand for will be acknowledged as a practical solution for some of these tremendous problems that the war has presented to us."

Mr. T. E. Palmer, superintendent of Grade Schools in Mason City, Iowa, presented a tested plan for economy of time, viz., a twelve month's school divided into four quarters.

Before the long vacation he established an employment bureau in his office to help boys and girls of the sixth, seventh and eighth grades to find some wholesome remunerative employment during vacation. He says: "I knew that some of these boys and girls were from homes where the struggle for the necessities of life was keen and exacting. In their desire to help their parents, in their desire to be redeemed from the curse of idleness, I deeply sympathized with them, and felt that all the resources at the command of the office of the superintendent of schools for getting in touch with remunerative and wholesome employment should be used to their advantage. A canvass was inaugurated to supplement their efforts. Letters were sent to all the farmers within a radius of five or more miles. Practically every business man was importuned in their behalf. The homes were invaded in search of employment. The daily newspapers and the telephones were used to advertise their needs and the desires of the boys and girls. Their right to work was argued; school attendance in the future was given as a reason for the community's interest in them. But on the whole the results of this campaign were disappointing and disheartening. Farmers refused to employ them on the ground that city boys and girls would be useless in farm work and that they did not care to undertake to teach them during the season of the year when planting and harvesting demanded undivided attention and energy. Merchants admitted the justice of the claim of these boys and girls, but told us that the request for employment came at the very dullest season of the year, and that instead of more help they actually needed less. The mothers in the homes answered by saying that the girls were too young and too immature to undertake the arduous duties that often fall to the lot of the

servant in the house. So here they were, nearly a thousand strong, standing on the threshold of a three months' vacation, without hope of joining the army of toilers and wage-earners, facing a long season of idleness and comparative inactivity. Some of them came from homes so miserable that the average schoolroom would be regarded as a place of luxury in comparison. Many of them were living in the midst of surroundings that afforded no opportunity for recreation, and where there was no hope of either social uplift or moral health or spiritual inspiration. Some of them were dominated by the influence of men and women compared to whom the average teacher would appear as an angel of light. Here was this fruitful field of youth without educational opportunity during the most fruitful season of the year.

"Before the summer was over some of these same boys and girls, who had looked out upon the coming vacation with hearts hungering and thirsting for a chance, had received the attention of the juvenile court, not because they were criminal, but because they were without the opportunities of satisfying in a wholesome way that hunger and thirst for life. Before the vacation had passed many of them had become a burden to their own homes, not because of lack of filial affection, but because both father and mother, compelled to join the ranks of factory toilers, were helpless in their efforts to discharge the usual parental obligations to their children in a vital and wholesome way. Idleness and inactivity had entered to compromise their efforts. For the most part all of them had lost a step or two in the educational progress of which they were capable, and when September called them again to enter upon the activities of school life they returned poorer physically, intellectually, spiritually than when they had left in June. Three months in their lives had been largely wasted, and while the husband-man slept the enemy had sown tares during the summer time.

"Since then the doors of the schools of Mason City have been kept open twelve months in the year; for through the open door of the school we hope to save the educational waste that results from three months of idleness and inactivity. In this way we hope to express more fully our belief in the childhood to which we are responsible. The plan was inaugurated because we believe that it is the great mission of the school to promote the completest and richest development of youth, at whatever the season of the year or the hour of the day. The year was lengthened because we believe that the school in its organization and community support is the most vital agent in ministering to the welfare of youth, and because we believe that the ministering processes are as important one season as another.

"There was a time not far distant when every boy and girl, practically speaking, could find within reach the opportunities, either through work or play, for educational advancement during the summer time without the help of the school. There was an all-year round educational process going on that tended to promote wholesome physical, intellectual, and spiritual development.

"But for millions of children those days are no more; into their lives no such blessings fall. The all-year-round school is Mason City's attempt to solve that problem. It has come, we believe, to discharge an obligation to the boys and girls whose mothers and fathers have neither the time nor the talent to supply wholesome conditions of growth, whose environments and opportunities do not make for adequate activity either through work or play.

"Natural growth and development are not burdensome nor are the forces that contribute to that end. Nature does not require long vacations. The open school room door during twelve months of the year has been a big thing for hundreds of Mason City children."

In Evansville, Ind., Superintendent Benezet has shown that without cramming, many children can advance more rapidly than the school system requires and that their interest is held as it never was by the lagging process of keeping the pace arbitrarily laid out for them.

Brains grow by use, not by vegetating. Education begins with birth. Parents, kindergartners, teachers can together make up for the years that the new draft law cuts off. There is much wasted time in the present system of education.

"I have enjoyed reading CHILD-WELFARE MAGAZINE very much, but in these critical days I am not able to continue taking it. I have paid yearly sixteen dollars for papers and magazines,

War Deprives Many of Magazine but the war calls on every one of us to make sacrifices, therefore I am compelled to reduce my reading bill. Hereafter I shall confine myself to a daily only."

The above letter is one of many similar ones that come to the editors. They make one wish there were a fund to send the magazine to those who desire its help."

Jimmie McCartney, Sir Knight

BY CLAIRE E. BRACKEN AND KATHERINE POLK

The clock in Room 3 at the Lincoln Street Building ticked out full five minutes after four. Miss Brown sat motionless at her big desk. Little Jimmie McCartney sat at his small one, occasionally casting a furtive glance from his teacher's bowed head to his ink-well and back again.

Disgrace was unusual to Jimmie McCartney; for never before, in his eight months in the third grade had he stayed in after school; never in his life before, had he been so downcast of spirit, and never had he loved anyone so passionately as he had come in the last months to love Miss Brown. Not that Miss Brown was either pretty, or young, or particularly attractive, not that at all, for fifteen years of continuous service in Room 3 had not been conducive to the growth of beauty. Nor had she shown him any special favor, for she had learned many years ago that a successful primary teacher does not have favorites. But in some subtle, indefinable way, she had wormed her way into that part of Jimmie's heart, reserved for such privileged characters as his chum and his dog, that part which should have been filled by a mother's love, had he known such.

At first glance, Miss Brown appeared very plain. Streaks of gray lightened her dark hair and there were prim lines about her mouth from the careful speaking of words that little lips might say them aright.

She sat with her elbows on the desk and her head bowed on her hands. It had been a hot dusty day, and, since the morning recess, she had had neither herself nor the children well in hand. Before her lay a faintly tinted and scented note with Mrs. Benton Van Gilder's monogram in the corner; Mrs. Benton Van Gilder, who was the mother of the pretty Van Gilder twins in the first grade and the secretary of the Third Ward Mother's Club. The note contained an invitation to appear before the afore-mentioned club on the following Thursday at four-thirty, with a paper on "Loyalty in Children." This invitation had been the cause of a discussion at the meeting of the program committee. When Miss Brown had been proposed as a possible addition to the program, Mrs. Benton Van Gilder had objected strongly. "But this is a mother's club and we want people on our program who can understand children from a mother's view point. What does an old maid like Matilda Brown know about children?"

"Oh, certainly," she went on. "Certainly, she knows *about* children. She has taught that third grade room ever since I was in high school, but she doesn't really *know* them. She gets her living by teaching them, but she can't love them or have their confidence as we mothers have."

But it was finally decided to give Miss Brown a trial and the tinted note found its way to Room 3 in the Lincoln Street Building.

The week before, Miss Brown would have been glad of the invitation. Ever since the organization of the mother's club, she had longed to be in touch with it, for the mothers of most of her third-graders were members. Gay little Miss Jones, who had taught the second grade for a year, and made a failure of it, had been invited twice and had gone to dinner afterwards with Mrs. Benton Van Gilder. And Miss Sharp had been asked once and so had the principal, but plain little Miss Brown, with her heart full of love for her nine-year-olds and of longing to cooperate with their mothers, had never before today been considered.

And loyalty was a subject upon which Miss Brown was strong: had been strong, until today. She had never had a pupil who had lied, never before today, and she had prided herself upon their loyalty of *her*. Yesterday she could have written ten pages on loyalty and given illustrations from life. Today her ideas and theories on the subject were dissolved, for that morning it had come to her that Jimmie McCartney had been, on the previous evening, in a most inglorious fight, in which he had come off victorious, after kicking and pummeling his adversary into submission.

She and Jimmie had had a serious talk in the cloak room during penmanship hour. He had flatly lied about the fight, his gray eyes returning her gaze so straightforwardly that, had she been less astute, Miss Brown might have wondered if she had been misinformed.

She had told him that she had had positive evidence of the fight and had continued, "James, it is bad to fight, but it is much worse to lie. When a man has lost his honor, he might as well be dead. You may stay in every morning recess and fifteen minutes after school every night until you tell me the whole truth about this fight."

The minute ticked hand on to a quarter after four. Miss Brown lifted her eyes from the tinted note in her hand and Jimmie dropped his from his teacher's head to the ink-well.

"James, come here. Will you tell me now, why you fought last night?"

"No'm," came the almost inarticulate answer.

"Then you may go, and remember to stay in, in the morning."

The despondent little figure slunk out of the room and down the stairs. Miss Brown laid her head down on the desk and wept. For this was the worst failure she had had in fifteen years. How could she write on loyalty for the mother's club after this! But how could she refuse and miss this opportunity to get into the club, when

she had courted the chance for years? And, worst of all, how could she win Jimmie back to the ways of honor and righteousness?

At five o'clock she picked up her pen and wrote an acceptance of the invitation to Mrs. Benton Van Gilder. At seven she was in the city library, reading a book on child psychology. At nine, the next morning, she was back at her desk, almost a skeptic of real loyalty in children.

For a week, Jimmie spent two fifteen minutes of torture daily in Room 3, while his friends played marbles and jeered at him, as occasion permitted, through the windows. Miss Brown spent the sessions in watchful waiting. Each day she would ask the same question, after trying an appeal along some new line and Jimmie would answer, "No'm."

Miss Brown began to make a list, mentally, of Jimmie's bad qualities. To pugnacity, dishonesty and disloyalty, she added stubbornness.

The paper on "Loyalty in Children" grew slowly. It was most carefully worded revisions of paragraphs in the city library's books on child psychology. There were no illustrations from life in evidence.

When the day of the mother's club meeting arrived, the paper was carefully copied and in her desk. She had almost given up her case of character making and discipline. She did not ask the usual question at the end of the morning recess. She was tired of the repetition. Jimmie was becoming stoical. To all appearances, he was of the same opinion still.

Four o'clock came. Miss Brown dismissed Room 3, put on her hat and waited for four fifteen. She had worn a clean shirt-waist and her best skirt so that she could go straight to the meeting. The minute pointed to the quarter hour and she called the young culprit to her.

"James," she said, with an almost imperceptible tremble which found an answering note under Jimmie's blue shirt. "I am going to a mother's club meeting this afternoon and I am going to talk on loyalty and honesty in children. I have thought this year that you were my most loyal and most honest little boy. But I am afraid that I really don't know honest people when I see them. Don't you think that you could tell me now, before I go, about the fight? It would help with my talk, you know."

Two hot tears welled up in Jimmie's half shut eyes. The only answer was a slight shake of the towelled head.

"All right, James. You may go home now, and you don't need to stay in after school tomorrow. We will not say anything more about the fight. I will have to go and make my talk when I really don't believe in loyalty and honesty." The tremble had become more evident. "I am afraid I am a failure as a teacher, James."

She stood and watched the little boy, wiping away his tears with a ragged coat sleeve, and she longed to take him in her arms. But Jimmie

turned, and shuffled through the cloak-room, on down the hall, and out of the Lincoln Street door.

As she arranged the books of her desk, and picked up her paper on loyalty, she could scarcely see for the tears. He had failed her, this little boy, to whom she had given so much, whose character growth has been the greatest joy of the year.

As she passed the small hall window on her way out, she caught sight of a little flying figure, coming across the vacant lot toward the building. She stopped, and when she saw that it was Jimmie she went quickly back to her room.

He came in, breathless and sobbing.

"I did fight, an' I lied, an' you can't trust me no more." With which, he flung himself into her arms.

"I am so glad, James, that you came back. Now, I can trust you always. And why did you fight?"

"'Cause,—'cause,—'cause Bob Warren said some dirty words, an' then—Oh, Miss Brown, it's too bad to tell you," and Jimmie buried his face in the folds of her shirt-waist.

"And then what?" said Miss Brown, relentlessly. "You must tell me all, you know."

"He said—'at,—'at you was a—a—cranky old m-maid, and then—"

But the sentence was never finished, for Miss Brown laughed, and he looked up in astonishment from his shame and confusion of face.

"Why, James, that's not so very bad. There's lots of things worse than being an old maid. Of course, it's hard not to have any little boys of your own, but it doesn't matter so *much* about being an old maid if you have other people's little boys to love you."

And, while the mother's club waited and wondered, a little boy listened to a wonderful tale of a knight errant of old, whose honor was his life.

At five o'clock, as the ladies were preparing to adjourn, Miss Brown, with a red face and a mussed shirt-waist, hurried up the walk, paper in hand.

Mrs. Benton Van Gilder nudged her sister-in-law. "School's been out a good hour. What'd I tell you?"

"My subject is 'Loyalty in Children,'" Miss Brown began. "Loyalty is faithfulness in allegiance to one's country or sovereign or to the claims of friendship. From the earliest times, children have been taught it by precept and example."

The eyes of the mother's club began to wander to the windows and their minds to their supper plans. Miss Brown paused and crumpled her paper in her hand. "Ladies," she said. "If you will excuse me, I think I will not read this paper. It will only waste your time and I am ashamed of it, for I wrote it when I did not believe, myself, in loyalty in children. Instead I will tell you my week's experience." And she told them simply of Jimmie's fight, his punishment, and the day's confession.

At the end of her story, Mrs. Benton Van Gilder rose.

"Mothers," she said. "I think that our mother's club has not lived up to its opportunities in the past. There are a dozen teachers in our ward, who have our children under their care six hours of the day, five days a week. Evidently, from the experience of this one, they are as much interested in the making of their char-

acters as we are, and their interest reaches forty or fifty, while we are interested in only two or three apiece. I move you, Madam President, that we invite Miss Brown and all the teachers of our children to attend our mother's club meetings whenever possible!"

The motion was unanimously carried, and the mother's club adjourned.

The Moral Side of Child-Welfare and Pertinent Points for Parents

By MRS. Z. C. THORNBURG

Smoking.—A tidal wave of cigarette smoking is sweeping over the world. Thousands of young boys are acquiring the yellow badge upon their fingers which is the prophecy of coming ill health and weakened moral powers. It is an indisputable fact that steady nerves, strong hearts, good lungs and quick moral decision do not go with smoking.

Underslept Children.—Educators are practically agreed that 90 per cent. of the ordinary cases of school discipline is caused by underslept children. The relation between the physiological and moral is obvious.

Juvenile Crime.—Juvenile crime has increased by leaps and bounds in the warring countries. Its insidious growth is already visible upon our shores. The least increase of juvenile crime in my neighborhood increases the danger to my child. With the growing necessity for many mothers to become wage earners children are left long hours after school without maternal supervision and juvenile delinquency takes a great stride forward.

Financial Responsibility.—The increased high cost of living means that children must be trained in financial responsibility. A weekly allowance with a required account of all money received and how expended means self-respect to a child; means business method and later financial judgment. "Earning while learning" is often a moral stimulus. Every child should be taught that he who does not pay his debts, who is a so-called "dead-beat," is a person with an undeveloped conscience, and one devoid of a high moral standard.

Health Habits.—It is every child's right to have firmly established health habits. He should know that every violated health law means ill health in some form and a handicap to success. A "sour stomach" does not often presage "sweet success" nor do flabby muscles and weakened vital regions make that athlete nor the person of quick, sound, moral decision. To be "manly in mind, muscle, and morals" means success.

Dual Moral Standard.—Thinking parents teach their children that the day of the dual standard of morals is past. Today what is

wrong for a girl is also wrong for a boy. A just people no longer penalize the woman and free the man.

Children's Punishments.—Do we give a command and then not *insist* upon its obedience? Do we punish today for an offense and tomorrow if busy pass it unseeing by? Or is wrong *always* wrong? Which is the greater offense in our home, the telling of a lie or the breaking of a vase? Zona Gale says: "Punishment may not be the treatment for a child's acts any more than it is for the measles or whooping cough. Like the average courts the average home merely punishes."

Steps toward Divorce Courts.—One out of every twelve marriages in the United States ends in the divorce courts. United States Courts grant approximately 100,000 divorces annually. The child who "gives the orders" in the home, who is allowed to have his own sweet way, whose fits of bad temper are indulgently passed by; whose utter neglect of the rights of others; whose lack of self control is glossed over is most likely later in life to be one of the principals in the tragedy of his own and some one else's life at the divorce courts. Why not nip the evil "in the bud"?

Crime and the Child.—Scientific authorities are agreed that only from 1 to 2 per cent. of criminals are "born criminals." That means that 98 per cent. of criminals were sweet innocent babies, and that somewhere along the line, most likely in early childhood, some one else beside the child was to blame.

Teen Age and Christianity.—Only five per cent. of people embrace Christianity after the "teen age." If we desire to implant and impress the "faith of our Fathers" the opportune time is early childhood.

Patriotism and Civic Pride.—Our children are being taught in the home or school or both, to love, honor and revere our flag and the country it stands for. This is a wonderful opportunity to teach civic pride. A patriotic child will keep his hands, his clothing a little cleaner. He will see to it that his yard is a little cleaner, that papers, trash, etc., are not thrown upon the streets. The child who is unmindful of the rights

of others, who lies or steals, is a slacker and a deserter from America's honor standard and can in no way claim a patriotism acceptable to his country.

Temptation.—The psychologist and the pathologist are agreed that the physically tired boy or girl is a much easier target for temptation. The boy or girl who has danced to excess, who is physically all worn out is a far easier prey to temptation than when rested and physically normal.

Habit of Happiness.—Is happiness being cultivated as a fixed habit in the home? "Happy children seldom err."

Leisure Hours.—The leisure hours of our children need as much study and thought as their school hours, their occupied hours. Many a wayward boy has been rescued by making use of his hobby for his leisure hours. A work bench in the basement or barn may incite him to want to make use of his wits instead of his fists. A paper route has reclaimed many a boy's lost self-respect. Sharing the home responsibility,—sweeping, cooking, sewing, etc., has saved many a girl from insidious temptation and fitted her for a better wifehood and motherhood.

Timidity vs. Bravery.—The sorrow, bloodshed, suffering and atrocity stories of this war are telling severely upon sensitive, timid children. These children should be told, over and over again, stories of bravery and heroism. Children "afraid of the dark" may be entirely cured of fear thoughts by the repetition of stories replete with the positive suggestion of bravery and heroism. The child with a tendency toward untruthfulness should be told stories of honor, truth loyalty and right.

PERTINENT POINTS FOR PARENTS

Are we keeping "the home fires burning," by means of a library table as carefully set as our dining room table? "The house that has a library in it has a soul in it."

Do our homes have good music, sociability, and plenty of games for parents and children to play together?

Do we go as a family to entertainments, church and social gatherings?

Do our children have the right and privilege of inviting in at a seasonable hour, their playmates and comrades?

Is there a decay of "parental authority"?

Do the children "give the orders" or do the parents?

When our children fail in school have we made a thorough investigation as to whether they are handicapped by weak eyes, adenoids, enlarged tonsils and other drains upon the mental as well as physical?

Are we discouraging "slack thinking"?

Do we give our children the things "they cry for"?

Are we as parents as courteous to our children as we expect them to be to us?

Are we telling our sons and our daughters how virtue and honor are lost, and finer than that, are we telling them how virtue and honor are retained?

Is it a study with us how to gain and retain the confidence of our children?

Are we teaching them honesty in every form?

Do we impel rather than compel?

Do we realize that every child stands a chance for bigger usefulness if his father and mother are big?

Are we extra mindful of President Wilson's words "Schools as usual and more than usual"?

Do we mothers have the real joy of craftsmanship or is motherhood a common everyday affair?

Are we molly-coddling mothers?

Do we realize that it is every child's right to cry out to his mother that he be made strong in every fiber of his muscle; that he be trained in habits of chastity of thought; that he be equipped with a twenty-four-carat character?

Facing the child disaster of the warring world are we daily mindful of the disastrous effect upon young and plastic minds of the hate engendered by this war?

Do we mothers realize that because of this hate all women must live a little finer; be a little more spiritual; hold ideals a little higher; and preach a finer brand of patriotism than the world has ever known?

Do we realize that "the brotherhood of man is based upon the fatherhood of God"?

Appreciation of Magazine

IOWA

Child-Welfare Magazine continues to be a very present help in need—indispensable to every association and child-welfare workers.

A. O. RUSTE.

COLORADO

The Magazine is fine. Can't afford to be without it.

E. T.

AUBURN, N. Y.

I wish to speak a good word for the splendid work you are doing, and to express my joy in the constant evidences of it I see in different parts of the country. The magazine is a continual inspiration.

EMMA GARY WALLACE.

Physical Welfare Work with School Children in War Times a Vital Necessity of Physical Training for the Country Boy and Girl *

By DUDLEY A. SARGENT,

DIRECTOR, HEMENWAY GYMNASIUM, HARVARD UNIVERSITY, CAMBRIDGE, MASS.

Anyone who has read Provost Marshal General Crowder's recent report and noted that from 25 to 75 per cent. of our young men were exempted from military service on account of physical disability and preventable disease cannot help having some misgivings as to the future of our country. If the object of education is to prepare one for life—and I think I may say in all seriousness for the "battle of life"—what an awful commentary upon our methods of preparation and our habits of working and living is this large percentage of physically incapacitated men! One naturally asks, What are some of the causes of this stupendous waste and wreckage of American manhood?

The limited space that can be allowed will admit of only a brief summary of a few of the causes that have in the writer's opinion told so disastrously upon our national physique. These are:

1. A feeble inheritance on the part of many, and constitutional inability to meet climatic conditions and the changes due to immediate environment. Scientists have long maintained that no race of human kind has yet obtained a permanent foothold upon this continent, the main reasons being that our climate is so stimulating and exhilarating that most people wear themselves out simply by the speed at which they are driven in their efforts to live.

2. Inability of many to meet the peculiar demands of their chosen occupation with its restrictions as to general activity, bodily posture, bad air, and poor sanitary environment. During the Civil War, the fewest exemptions from physical debility and disease occurred among sailors, boatmen, firemen, miners, previous soldiers, and the heavy iron workers. This indicates the direct influence of the use of the large muscles in maintaining health.

3. Contrast with this effect the influence upon the physique of new inventions and the minute division of labor which now prevails. While dividing the field of man's efforts and encouraging specialization have greatly increased the total output of labor and made it possible for the individual to earn a livelihood by the employment of a few muscles and faculties, it has greatly lessened the health-giving value of occupations.

4. Many of the new discoveries and inventions have had an equally deleterious effect upon health. The telegraph, telephone, typewriting, printing, and other machines, with steam, electricity, and inexhaustible motor forces behind

them, have greatly quickened the pulses of human life. While they are saving labor in many ways they are narrowing and intensifying human activity to a high degree and are greatly increasing the nervous tension and consequent exhaustion. In many occupations men are now brought into competition, not only with each other, but with tireless machinery that pushes them to the limit. Under such a strain many are breaking down with heart disease, kidney trouble, nervous exhaustion, and other organic disturbances. A man can no longer rely upon his occupation to keep him in health or good physical condition. He now must give what health he has to his occupation and trust to other agencies to keep himself physically fit to meet the strain of labor conditions.

5. All the evils I have enumerated have been greatly intensified during the past fifty years by the increase of city life. At the time of the Revolution only 3 per cent. of our population lived in cities of more than eight thousand inhabitants. Now New York City alone has more people than were in the whole country at that time and nearly 50 per cent. of the population of the United States are now city dwellers. Although the best blood of the country is continually flowing into our great cities in the shape of stalwart youth and vigorous maidens, the stress and strain of living and working is so intense and exhausting that few survivors can be found in the third generation.

6. But notwithstanding the intense activity and wear and tear of city life with its crowded streets and working quarters, so much has been done during the past thirty years to improve the sanitary condition of the city that the amount of sickness and annual death rate are continually lessening.

It is largely due to the recent improvement in the sanitary arrangements of the city, the hygienic instruction in the schools, and the developmental value of the gymnasium, athletic fields, and recreative centers and playgrounds that the great cities like London, New York and Chicago have often had a lower death-rate than many of the smaller towns surrounding them. The country towns and villages have not begun to awaken to their possibilities in the prevention of disease, or to their responsibility for the health education and physical development of their children.

7. Hence another cause of the poor physical condition of such a large number of American youths is the wretched health conditions surrounding the home and school life of a large

*Address at National Education Association.

percentage of the children living in the country. Let me quote from the admirable report of the Joint Committee on Health Problems in Education of the National Council of the National Education Association and of the Council on Health and Public Instruction of the American Medical Association prepared by the chairman, Dr. Thomas D. Wood, of Columbia University: "More than half (about 12,000,000 or three fifths) of the school children in the United States are attending rural schools. Country children attending rural schools are, on the average, less healthy and are handicapped by more physical defects than the children of the cities, including all the children of the slums. And this is true in general of all parts of the United States." This committee further states that "the present deplorable conditions may be attributed to lack of architectural and sanitary ideals and standards in rural regions, false economy of local school boards in failure to vote enough money to build and maintain suitable school buildings, and lack of health supervision or assistance by the state, which is usually necessary to maintain desirable standards of physical and mental efficiency."

Since this report was written the great state of New York has passed the "Welch Bill," which has provided for the city and country schools of the state physical training and health teaching as a part of the regular curriculum. Now just as other states in the Union are looking to New York for light and leading in this important educational movement, and the experiment is yet to be thoroughly tried out, another bill is introduced into the Legislature termed the "Lord Bill," the object of which, as I understand it, is to exempt all rural schools from physical training. If in the light of our present-day knowledge of the physical unfitness of a large percentage of our young men, and of the woeful physical defects and imperfections of a large number of our country as well as our city youths, this bill is allowed to pass, it seems to me it will be an awful step backward for the state of New York and through her a wretched example for the country at large. Some of the wise men of New York state have seen this crying need of the children of the people and have made efforts to supply it by making physical training an integral part of the regular school program. England and France have come to the same conclusion in their hour of need for men, and the Minister of Education in England now pathetically declares that it shall never again be said that it is not until they are needed for the terrible uses of war

that any care is taken of the mass of the youth of the country. Yet this is the condition of the United States today, where, as we have seen, over 50 per cent. of our young men have been rejected as unfit for military service, while the country is spending millions upon millions at the training camps in trying to get those who have been accepted in fit condition to perform the duties of a soldier. I have no hesitation in saying that three fourths of all that is now being done to fit our young men for service at the cantonments could have been done and should have been done at school during the growing and developing period as a matter of daily routine in preparation for life. Aside from the technical requirements of the soldier, which the best military authorities tell us may be attained in from three to six months, all the mental and physical ability a man can carry into the service is that which he has acquired through inheritance, or from years of schooling and training. To imagine that this ability can be acquired, with all of the courage and fighting spirit that should accompany it, by attending school and reading about what someone else has done, or sitting on a bench and seeing some other fellow run, jump, or play ball, is an awful mistake—a mistake from an educational point of view from which we shall have a rude awakening before the war is over.

Most of us have opened our hearts and our pocketbooks in aid of the many charitable organizations which are now seeking to make life more comfortable and enduring for those who are going over to the other side to meet the hardships of war. While we should all rejoice to be able to make the soldier's life as "safe, soft, and easy" as possible, those of us whose business it has been to prepare men for athletic contests know that the first essentials are vital power, strength, hardihood and endurance. These are the qualities that are going to enable a man to stand on his feet, bear his burdens, endure discomfort, and finally "go over the top." Moreover, if a man is stricken with disease or wounded in battle, it is not "cake, candy or cigarettes," or even skilled medical attendance or tender nursing alone that are going to pull him through; these luxuries and kindly aids are indeed comforting and greatly assist nature, but the most potent factors that are going to bring back his health and strength and enable him to keep up the fight are the good rich blood in his veins and the vitality of his tissues that have been acquired by correct habits of living and vigorous physical training.

Child-Welfare Laws of Minnesota

S. A. CHALLMAN

STATE INSPECTOR OF SPECIAL CLASSES IN PUBLIC SCHOOLS, ST. PAUL, MINN.

Prior to 1917 Minnesota had a loose, disjointed, incoördinate medley of laws relating to children. These had been passed at various sessions of the legislature without any serious bearing upon the whole problem of child welfare, and were largely the result of efforts to overcome some particular evils which happened to be strikingly apparent at the time the laws were passed. In this respect, however, they were not much unlike the laws of most of the other states of the Union, and, in reality, prior to the time when the Minnesota laws were revised and systematized Massachusetts and Ohio were the only states that had succeeded in securing a body of laws which were at all comprehensive in scope and uniform in purpose.

In 1916 the governor appointed a commission of sixteen members to consider the whole question of adequate legislation bearing upon this subject. The commission, under the able leadership of Judge Edward F. Waite, of the juvenile court of Minneapolis, made an exhaustive study of the laws upon the statute books. Before revising any part of the law or drafting new laws Judge Waite outlined carefully the objects to be met by any further legislation upon this subject. He laid down as fundamental propositions upon which adequate legislation must be based these four requirements:

1. Every child should have a fair chance to be born sound in brain and body.
2. Every child should have a fair chance for normal development in body, mind, and morals.
3. Every child should be given the greatest practical relief from permanent consequences of his own inexperience and wrongdoing, and reformatory restraint from antisocial conduct.
4. Every child should be accorded adequate protection against the wrongdoing of others.

With this program before them the commission set about its task of eliminating unessential and incongruous provisions, reorganizing essential parts of existing laws, and framing new measures by means of which this body of laws might become harmonious and effective. The result of the work was forty-one bills which were presented to the legislature of 1917, out of which number thirty-five were enacted into laws. The far-reaching effect of these laws can to some extent be measured by the fact that one hundred and fourteen sections of the old statutes were repealed, sixty sections were amended, and a well-defined and superior administrative method of procedure was secured.

Under the provisions of these laws the state board of control is given legal guardianship over all children committed to it by courts of com-

petent jurisdiction. It is also made the duty of this board to promote the enforcement of all laws for the protection of defective, illegitimate, dependent, neglected, and delinquent children, and to take the initiative in all matters involving the interests of such children when adequate provision therefore has not already been made. The means for carrying out these powers and duties are also provided by granting the board the right to appoint and fix salaries of such agents as it deems necessary to employ. Maternity hospitals and infants' homes are placed under supervision, and licenses for their operation must now be secured from the state board of control. Careful records must be kept, but these are open to inspection only by authorized persons or by proper legal tribunals. The placing of children in homes and private institutions is safeguarded, and such homes and institutions are subject to inspection at any time by the board of control or its authorized agents. The right to determine the character of the home is vested in the board, and whenever it is satisfied that a child has been placed in an unsuitable home it may order its transfer and compel obedience to such order.

By virtue of these laws the state school for the deaf, the state school for the blind, the state public school for dependent children, the state hospital for indigent, crippled, and deformed children, and the home school for girls are placed under the exclusive control of the board. The state training school for boys and other correctional and charitable institutions had previously been placed under the management of this board. Complete control of the various institutions affecting the welfare of children has consequently been placed in one board, which is certainly an achievement of no small moment.

The safeguarding of health is naturally placed in the hands of the state board of health, and the revision of the laws extends the powers of this board to control by appropriate means the treatment of all manner of venereal diseases and infection, the prevention of infant blindness and infection of the eyes of the newly born, by the designation of a prophylactic to be used in such cases and in such manner as the board may direct, unless specifically objected to by the parents or a parent of such infant.

The chapter of the old laws relating to illegitimate children has been entirely rewritten. This chapter in the Minnesota laws was devoid of any sympathy or pity for the unwelcome little babe who was designated in the statutes by the cruel name of "bastard." Judge Waite aptly characterized this chapter as "a disgrace to an enlightened and Christian state." It may happen

that this same chapter may still be on the statutes of more than one state in the Union. As for Minnesota, the curse upon the unoffending little life brought into being is removed, and the facts with regard to its birth, while made a matter of record, may not be disclosed except upon an order by a court of competent jurisdiction.

Another chapter safeguards in a comprehensive manner the adoption of a child into a home, simplifies the methods of procedure for securing such adoption, and provides as well a means of annulment of such adoption for just cause.

The most important part of this work of revision and constructive legislation is without doubt the compact and carefully organized code for the juvenile court in every county of the state without necessarily increasing the number of judges or court officers. For Minnesota it has seemed best to divide certain powers so that in counties of less than 33,000 population the probate court is given partial jurisdiction and in counties of more than 33,000 inhabitants the district court is vested with original and exclusive jurisdiction. The law applies only to children under the age of eighteen years, and carefully defines the meaning of the words "dependent," "neglected," and "delinquent," as relating to children who come under the provisions of the code. It outlines definitely the duties of the officers of the court and the means for carrying out the directions of the court. Its final provision is one especially to be commended, as it embodies the principles which evidently actuated the commission during most of its deliberations and must have impressed with its sincerity of purpose those to whom it was presented. It reads as follows:

"This act shall be liberally construed to the end that its purposes may be carried out, to wit: That in all proceedings arising under its pro-

visions the court shall act upon the principle that to the child concerned there is due from the state the protection and correction which he needs under the circumstances disclosed in the case; and that whenever it is necessary to provide for elsewhere than with his parents, his care, custody, and discipline shall approximate as nearly as may be that which ought to be given by his parents; and that in all cases where it can properly be done he shall be placed in an approved family home and become a member of the family by legal adoption or otherwise."

The chapter providing for county aid to responsible mothers of dependent children has also been rewritten so as to facilitate its application to worthy homes where it was evident to the court that the interests of the state and the children could best be served by keeping the home intact during the tender years of childhood. At the same time abuses of allowance made have been guarded against by making it the duty of the state board of control to supervise and inspect homes to which such allowances have been made.

Until the revised laws were passed Minnesota was one of the states which lacked a commitment act that would make it possible to send a feeble-minded person to the state school without his own or his parents' consent, unless he had been guilty of some delinquency. The revised code very properly makes provision for such commitment upon the petition of any relative, guardian, or representative citizen of the country.

With this brief résumé of the laws of our state I have endeavored to place before you some of the more notable provisions. To those of you who may be interested in the laws for any particular purpose I would suggest that you secure from the Children's Bureau of the State Board of Control a compilation of the laws recently made by the director of this bureau.

Training Little Children

Simple Things Please Children

By MRS. ISABEL S. WALLACE

How many things can be made by folding ordinary wrapping paper! Soldier caps for small boys keep them amused a long time. A house and furniture with a few cut-out dollies make such busy little girls. After all it is the simplest things that make children happiest.

When at my mother's home one time my little girl folded and cut a house, windows, doors and all. Her grandmother was delighted and the little one said, "We'll keep it to show grandpa and I guess he'll say I am a smart 'Tottie.'" With a little thought mothers can learn how to fold and teach their children to fold a number of things. It is excellent practice in accuracy and

neatness, besides affording the joy of making something.

In a regular kindergarten all the sets of blocks, which are of different sizes, are kept in boxes with covers, and each child puts his away carefully and correctly or else the cover will not fit. Then all the sets are collected and packed in a closet by a few of the children. Children love to help keep things in order and enjoy doing it.

At home also, a child must have a place for his toys. A playroom is ideal, but if this cannot be provided, some place surely can be found, even in a small flat, which a child may have for his very own to keep his toys in. From the age of

sixteen months, I insisted that my little girl put her toys away neatly. We began it as play, and now it is a habit. Of course, sometimes she is in very much of a hurry to do something else, but the toys are put away in the end. We made her a large dry-goods box, standing up on end. My husband put cheap castors on it and two shelves across it. There all the small toys are kept. The blocks have their own boxes; the small things have baskets; and crayons, pictures and papers go into a box with a cover. All of them fit into the shelves; also the animals, doll's trunks, wash-tubs, and many other such things. The picture-books have a compartment in the large bookcase. "A place for everything and everything in its place," when little folks have finished playing, makes a good rule.

One day when my child was not at home, a little girl came in for a visit. I took her into the play-room and left her there very happy. After a short time she went home. When I returned to the play-room I found everything so scattered over the floor that there was hardly room to walk. The next time the little girl came, I had a talk with her. I have made it a rule, and it is a hard rule to keep for some mothers are offended, that if a child will not help put away the toys carefully when he is ready to go home, then he cannot come back to play with that toy again until he is ready to do what I ask. My little girl was playing at a neighbor's a few days later. When it was time to come home I went for her. The children were cutting out pictures and had made a dreadful mess on the table, chairs and floor. I told my little girl to help pick them up before putting on her things. The mother said, "Oh that's all right, Sadie never picks up scraps; I do that. So don't make your little girl do it." And my child smiled and calmly said, "It's all right, Mother, I don't have to pick up here." Then I told the mother about my rule and explained that it wasn't mere crankiness on my part, but a desire to form good habits in the children and to develop character.

All children are naughty at times and it is so hard to know how to deal justly with them. One day when I was very busy my little girl came in from playing in the garden. I suppose she was tired and hungry, but she did not her-

self know what was the matter. She began to try a new kind of naughtiness, lying down on the floor, kicking and screaming and saying naughty things at me. I was amazed, and quite puzzled as to how to treat such a proceeding. At first I ignored her, but she kept it up. I asked a few questions in a kindly way but that seemed to fan the flame. I was busy, in a hurry, warm and tired and began to get very angry. Nevertheless I realized that if I could not control my temper, I could not expect a five-year-old child to do so. So I pondered over what to do. Finally I went and picked her up and carried her to a chair where we both sat, or flopped down, as it was no easy task carrying a kicking, crying mass of humanity. I never said a word, but rocked her quietly. After a little while she stopped and I began to sing softly. She almost went to sleep. Then I knew she was simply over-tired and I was so thankful that I had not indulged my own temper in any way. After a short time we both had lunch and then she went to bed for her afternoon nap. She slept hours, repairing the wasted energy and her nerves in blessed sleep. She has never tried that trick again.

I find a word of praise goes much further than blame, and the bright eyes give back such a grateful look.

Last autumn my little girl began to go to kindergarten. She loves the work and is always so proud to show what she has made. I was very anxious for her to go, as she was shy and needed to learn "team work" and to rub up against other children in order to polish off the corners.

The kindergarten is the link between home and school. There is more freedom, more spirit of comradeship, more play than in the classroom, and to me it seems like administering a rude shock to usher a child into definite studies fresh from the home. By attending kindergarten, the child becomes familiar with a school building, school hours and necessary rules; he develops courtesy and kindness toward others, and enjoys listening at story-time. He also likes working and playing in unison with others, and he learns to control fingers and in fact to control the whole body. No school is complete without a kindergarten.

To-day

It isn't the things that your grandfather did
In a hazy, long-dead day,
But the things you think and the things you do,
That the world must have today.

No, it isn't a name nor a breath of fame,
Nor a pile of hoarded pelf

That the world must have to help it through,
But the things you do yourself.

So go in to win, with a happy grin,
Let Fame and Wealth go to,
For the world needs men whose hearts are right,
Needs men who think and do.

—Stanley Porter Haines in *The American Boy*.

Plan for Better Films

By MRS. MYRA KINGMAN MILLER

I take pleasure in submitting the following plan which has been tried by scores of woman's clubs from the Pacific Slopes to New England shores with such success that it is worthy of trying in every city.

1. *Red Cross Benefit*.—Your club needs money for some specific social welfare work, we will say Red Cross activity. You do not wish to take any financial responsibility in case of a bad night, lack of attendance, etc., yet you want to earn some money. You can do this.

2. *Patriotic Education*.—By following the suggestion outlined below, you can not only do this but you can obey the suggestion of the President of these United States and further Patriotic Education in your city.

3. *Better Film Standard*.—You can be the instrument of establishing a "Better Film" night in your city. You can feel assured that one night at least a film will be shown that will interest old and young alike and yet will have no objectionable features.

4. *Community Spirit*.—You engender community spirit, that spirit which made America and which all civic and social workers are striving to bring back, you can to this by securing the coöperation of every organization in your city in this work.

Go to your local exhibitor and ask him what night in the week he has the smallest audience, the least profits, or none. Having ascertained this, ask him if he will be willing to give to your organization all the profits of this night (say it is Monday) for the coming four weeks and put on for you a series of four patriotic pictures of your selection, he to secure them through the regular exchange in the regular way. In nine cases out of ten they are glad to do this because it gets people to the house, advertising it widely. In case he will not, he will at least be glad to give you all over his regular profit on that night, which would be very small. They *all* are willing to do this.

Your next step is to give him the list. The following pictures, "Mothers of France," "Heart of a Hero," "Betsy Ross," "The Volunteer" are most excellent and have the endorsement of your National Committee, and can be guaranteed to give satisfaction. "Masks and Faces" is beautiful but not patriotic and makes an ideal film for high school or other schools or club benefits. These five are released in America through the World Film Corporation. Your exhibitor will know where to find their nearest exchange.

We are preparing lists from other companies which will soon be ready to be bulletined.

Having secured the exhibitor's consent to run the series, interest your school superintendent and have it announced in the public schools as the plan has the approval of the Commissioner General of Education of the United States, who is coöperating with us (Mr. Philander P. Claxton, of Washington, D. C.). Get every club and church and ladies society to get back of this "Better Film" night and make it a big success, keeping in mind the four *big* things you are accomplishing.

The newspapers will give you all the free publicity needed by proper handling, as it is a benefit. Interest your newspaper women, have notes about it in the society column about who is giving a box party or entertaining a group on the opening night—give the names of your committees—the names of coöperating organizations and their officers, being careful to give them some one thing new each time. Perhaps you have a popular pastor who will assist by preaching a special sermon on "our duty in regulating public entertainments" or something similar touching upon your efforts.

Your exhibitor will see that "Better Films" pay and I will be glad to send you lists of new films as they come out and perhaps you can get him to continue the "Better Film" night in your city, he of course to reap the profits after the series is put over. That would be only fair and if your club can be the means of establishing a permanent night of this kind you will indeed have accomplished something in your community that will live in influence after you have passed on, as there is no getting away from the fact that "the screen is the greatest factor in the education of the masses today and as such demands the attention of thinking people."

In this day of tenseness and strain attending war activity, we must have entertainment and amusement to keep up the morale of the community; it is essential, so let us give them the best and at the same time divert some of the profits from private gain into benevolent channels.

This plan has the endorsement of the National Council for the Red Cross, the United States Commissioner General of Education and scores of others in authority.

Kindly let me hear from you as to the development of your plans and if I can be of any assistance in furthering them I shall be glad to respond to any and all inquiries.

Thrift in Relation to Public Schools *

By LAURA M. SMITH,

SUPERVISOR OF ELEMENTARY GRADES, ATLANTA, GA.

Viewed from the standpoint of dollars and cents the Thrift campaign means merely a successful plan on the part of the government to raise money for the prosecution of the war. But to those who study it from the standpoint of education the thrift campaign means infinitely more than this. If it did not it would scarcely deserve the attention of a body like this. It is meaning more to the Atlanta schools than the raising of money. It is meaning *education in patriotism, service, forethought, and self-control* for the children of Atlanta. This war-savings plan has given each child in the schools a chance to help the government, and because of this fact the war has become "our war" and each of us feels personally responsible "for making the world safe for democracy." There is no doubt in the minds of the children of Atlanta as to the final outcome of this war. Now that they have enlisted in the "Thrift Army" there can be but one result—the triumph of right over wrong. If there is any among you with misgivings on this point, listen to the following composition by a second-grade child: "I want Uncle Sam to win the war, so I am buying Thrift Stamps. I have been working hard to feed the soldiers. I like to help my country, don't you?"

When the children of a nation begin to learn team work, when sacrifice and hard work are accepted by them as merely one's part in a great cause, the first decisive blow for liberty has been dealt. You may be sure then that our boys and girls are getting in the schools the sort of training which will fit them for efficient future citizenship.

Incidentally the school children are teaching the grown-ups of the community some things which government publications and patriotic speeches could never teach them. Armed with associate membership pledge cards for War Savings Societies they are visiting the homes and office buildings and telling men and women the reasons why they should invest in Thrift Stamps. "Don't be a slacker, Mister," a young street urchin said recently to a man who refused to sign the pledge. "This here country's at war and everybody's got to help."

In addition to the great lessons of thrift, patriotism, and unselfishness which the Thrift campaign is teaching our boys and girls, the movement is proving itself a blessing to the schools in other ways. It has motivated the daily lesson in arithmetic. It has given new meaning to the lessons in history and current events. It has shown the children a practical reason for having a home garden, and each pupil in the upper

grades has a space provided in his garden record book for keeping up with his monthly earnings, savings, and investments in Thrift Stamps. It has added interest to the handwork done at school, especially to the making of things which have some practical use. It has given new meaning to the daily lesson in geography, for a study of the resources of the community or country made from the standpoint of conservation is far more interesting than the usual textbook presentation. It has furnished abundant material for oral and written English. Classes vie with one another in writing thrift plays, rhymes, stories, acrostics, and essays on subjects suggested by the campaign, and the teachers no longer complain of lack of interest in the subject. "How I Earned My Quarter" is a more interesting topic than most of those prescribed by the average textbook on English, and a three-minute speech setting forth to an imaginary purchaser the reasons for buying Thrift Stamps is a better exercise in argument or exposition than most of those found in the book.

From this hurried sketch of the Thrift campaign in its relation to the curriculum of one public school system the educator will readily see that out of this movement will come the greatest piece of constructive work produced by the present crisis. The statesman will recognize it as definite preparation for the time of stress which will come after peace has been made—the period of readjustment to changed conditions.

In planning the Thrift campaign for the Atlanta schools our first step was to organize the teaching force for a study of the movement in its relation to the regular subjects of the curriculum. A committee on reading was appointed and asked to make a collection of thrift quotations, stories, references, etc., suitable for use in the classroom. A geography committee was appointed to make a study of the resources of our own community and later of the state, and to outline lessons suitable for older children, pointing out the evidence of our lack of thrift in the use of natural resources. A committee on civics is at present making a study of the city from the same standpoint. The arithmetic committee has made "thrift problems" suitable for the different grades, and is at present working out plans for teaching children the use of money, the keeping of accounts, etc. A committee on gardening is cooperating with the school director of this subject in an effort to show the relation between the Thrift campaign and back-yard gardens. The art and handwork committee has

* Address at National Education Association.

made thrift posters, bulletin boards, pennants, etc., and has furnished plans for constructing individual savings banks. The committee on English has charge of all written work done in the campaign, the writing of original stories, thrift plays, jingles, essays, etc. The best of these are collected once a month from the schools and saved for use later in the *School Bulletin* or in the "Thrift Column" of the daily papers. An advisory committee consisting of three grammar-school principals assists in making general plans for the work and in editing the monthly bulletins.

Some of the ways in which we have brought this movement before the public are as follows: through a "Thrift Column" in the daily papers; by use of posters made by teachers or pupils who show special talent for such work; by means of a "Patriotic Corner" in our public library, where we exhibit the best work of the schools done in connection with the Thrift campaign; through a monthly *School Bulletin* on thrift in which are published outlines for lessons on thrift, suggestive programs, etc.; through community rallies, thrift parades, etc.

In conclusion allow me to offer the following suggestions for your consideration:

1. That thrift study and the teaching of patriotism be made a part of our national education program, not for the duration of the war only, but for all time to come.

2. That in order to make such teaching effective the underlying principles of thrift, patriotism, and service be woven into the curriculum of our

public schools, not grafted on temporarily for the purpose of meeting the present crisis.

3. That the teachers of the country be asked to study the curriculum with a view to eliminating such phases of our school work as have been shown by the present crisis to be nonessential, and to give greater emphasis to those things which the war has shown us are necessary if we are to remain a free people. For example, that school banking systems, similar to those instituted in the schools of Belgium, England and France in the early seventies be indorsed by the educators of this country, and plans be made by which each public school can offer to its pupils practical training in the use of money.

4. That in order to help mobilize quickly the resources of our country to meet the present need we make of this Thrift campaign a dramatic and important feature of our school work during the present year, remembering that school parades, tag days, patriotic rallies, thrift evenings, the making of posters, etc., are a legitimate part of our school work if they help to educate the community and further a great cause.

In working out a program by which thrift is made a part of our national education scheme let us keep in mind the fact that "America's essential purpose in entering the war is to safeguard the future of her children," and that the teaching of thrift in the schools will make for "the ultimate freedom of the American people as surely as will the triumph of the representatives of democracy on the battlefields of Europe."

"Carrying On" the Baby Test

By MRS. MAX WEST

Clinics for well children—many stationary, some on wheels, nurses, milk stations, dental clinics, classes in child care for older sisters, classes for mothers—all are combining to make healthier children in the United States as a result of the Children's year weighing and measuring test. According to the Children's Bureau of the U. S. Department of Labor, which is conducting the Children's Year campaign in co-operation with the Woman's Committee of the Council of National Defense, the examinations showed that of the millions of children examined many need more expert care, and consequently health agencies have been established to provide it.

And in addition millions of mothers have been set to thinking about the needs of the nation's young citizens and seriously considering how to make conditions more favorable to their health, happiness and welfare. Thousands of parents have been stirred to take note of things that had never entered their consciousness before. Many a mother has been surprised to learn that for a child to be conspicuously under the usual weight for his height is a sign of a serious condition. Many have never before understood that mal-

nutrition is a grave menace to any child. Perhaps they did not even know what malnutrition is, nor its hundreds of obscure manifestations. Many others have never before comprehended all that was included in their responsibility for their child's health. Today thousands of adults, who might have been perfectly healthy, are getting along on only about half rations of health and strength because the parents of a generation ago were not awake to these things and did not know how to give their children the care necessary for a maximum of health.

Just now wholesome recreation is the topic of consideration in the children's year. As before, many parents have never understood the office of play in the life of the child nor its vital relation to his welfare. Many of these will learn much which will increase the well-being of their children from this demonstration of the value of recreation. A little later the children's year will ask the parents of the United States to consider other phases of child life and need. Among them will be child labor, compulsory education, the income that is necessary for a decent home life, and the question of what becomes of the child whose mother goes out to work.

Value of Parent-Teacher Associations

Commissioner Claxton, head of our great educational system has been investigating the work of the Parent-Teacher organizations throughout the United States. He recently made this statement:

"The biggest thing in this nation, so far as I can see, is the fullest possible development and use of the Parent-Teacher Associations. An association should be organized in every community in the United States. It is the keystone of a vigorous, virtuous democracy."

ANNUAL CONVENTIONS OF STATE BRANCHES

COLORADO—Denver, October 23, 24, 25, 26.

INDIANA—Fort Wayne, November 4, 5, 6.

MASSACHUSETTS—Pittsfield, October 9, 10, 11.

NEW JERSEY—Trenton, November 9.

NEW YORK—Gloversville, November 9.*

OHIO—Circleville, October 3, 4, 5.

PENNSYLVANIA—Coatesville, October 24, 25, 26.

TEXAS—Wichita Falls, November 6, 7, 8.

Message To All Parent-Teacher Associations

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

WASHINGTON

August 26, 1918.

To all Parent-Teacher Associations:

A year ago I appealed to you for help in maintaining our schools at their full efficiency both in work and in attendance during the war. As a result of your efforts and the efforts of thousands of other organizations and millions of individual men and women the schools were maintained the first year of the war much better than it was expected they could be. Most of them retained their teachers and were kept open the usual number of months. There was a small increase in attendance over the year before in both the elementary and high schools and the falling off in normal schools, colleges, universities, and technical schools was much less than in any other country actively engaged in the war.

The record has been good. But for many reasons it will be more difficult to maintain the schools at full efficiency this year than it was last year. More men have been called into the army and millions more will be called this year. The demands for labor in agriculture and all

the industries connected with the war are increasing rapidly. The increase in cost of living and in wages makes stronger the temptation for both pupils and teachers to leave school for other work. It is, however, no less important that the education of our boys and girls be not neglected.

I am, therefore, appealing to you again for your help, and am enclosing a copy of the President's letter of July thirty-first to the Secretary of the Interior. Will you keep this matter before your Parent-Teacher Association through the year. Make it clear to all the people of your community that this is the policy of the President, who is the Commander-in-Chief of the Army and Navy of the United States and of the administration, which is responsible for the conduct of the war, and do all you can to make such sentiment for the support of the schools and the help of needy children and their families as will make it sure that "no boy or girl shall have less opportunity for education because of the war and that the nation may be strengthened as it can only be through the right education of all its people."

Yours sincerely,
P. P. CLAXTON,
Commissioner.

* Indefinitely postponed owing to Epidemic of Influenza.

State News CALIFORNIA

The First District California Congress of Mothers and Parent-Teacher Associations finds willing helpers among parent-teacher workers for Children's Year work.

Child Hygiene, Chairman, Dr. Wilde, recommends, programs to Parent-Teacher Associations:

1. The United States Government asks that special attention be given the hygienic needs of all children.

Give your mothers an opportunity to know the needs of their children, by holding at least two conferences in your Federation District this year—plan them now.

The Department will furnish you tentative programs, and plans for such conferences and supply speakers on the various subjects.

2. Have one program in which is presented what the Government is doing to safeguard the health of the children, and the most effective way in which the Mothers Congress can supplement the work.

Suggested subjects for addresses: Oral Hygiene, Care of the Nose and Throat, Hygiene and Tuberculosis, The Influence of Hygiene on Moral Growth, Hygiene and Diet, The Perfect Child.

Reports of Presidents of Federations of Parent-Teachers Associations:

In *Glendale* the presidents have formed a club for parliamentary drill and are showing great interest in their work.

In *Los Nietes Valley*, Mrs. Glazier reported all chairmen appointed, 51 quarts of vegetables and some fruit canned, 34 garments made and ready for delivery.

In *Monrovia*, Mrs. Fleming reported the federation having kept up their work during the summer, either doing Red Cross work or relief work. They have helped the County Council of Defense in their work, and have planned their penny lunch for next year.

In *Pasadena*, Mrs. James reported that they have not been holding regular meetings during the summer, but all associations were doing Red Cross work, have been helping the fresh-air camp at Devil's Gate, the different assistants in turn supplying fresh fruit. Associations are canning fruit and vegetables.

In *Pomona*, the federation is called upon to assist in every way possible in the Council of Defense work.

In *San Gabriel-Garvannah*, Mrs. Strangman reported that they had not been holding meetings during the summer, but their members are all busy in Red Cross and war service work.

COLORADO

Colorado holds the state convention in Denver, October 22-24, in the Senate Chamber of the Capitol. The state headquarters are now in the State Department of Education.

We are very much interested in the new headquarters at Washington, and hope to add our financial and moral support.

ILLINOIS

September is here and to parents and children alike this always means one thing—"School again." These two words are repeated many times and with various inflections. "School again" means "Parent-Teacher Associations again," but to most of us in Illinois it simply means "a little more Parent-Teacher Association work," for throughout the state clubs have been holding more or less regular meetings or such purposes as Red Cross or French and Belgian Relief sewing, garden work, canning demonstrations, entertainments for the benefit of war funds of different sorts, Jolly Tar teas, and the like.

Hostesses for week-ends at the Jolly Tar Club, our recreation home for the boys at the Great Lakes Naval Training Station, have been just as anxious to bake hundreds of cookies and doughnuts, to make coffee, chocolate, or tea for the boys, as they were when the weather was much more pleasant for spending a day in a kitchen getting ready to serve and serving three or four hundred boys during each week-end.

Many associations have been coöperating all summer with the Woman's Committee, Council of National Defense, in many ways, possibly the most prominent being the weighing and measuring of children under six years of age.

The last two summers have seen very little Parent-Teacher Association vacation in Illinois, and every one has worked with a willingness that has come from the same source as the new feeling of responsibility toward the community and the nation,—a different love for the Stars and Stripes, and other changes that all note in themselves and their neighbors.

On August 13 a School and College Conference was held in Chicago, the object being to formulate plans for the successful carrying out of an educational drive. In these times of high wages for youthful labor and lure of war service, many boys and girls many years under draft age are prone to stop school and go to work,—many boys, not yet draft age, feeling the patriotic call that has sent so many of our manly men and boys across the water to fight for the safety of the future, wish to enlist in war service of some kind, and return to school is far from their intentions. The educators of Illinois bespoke the interest and influence of the Illinois Congress of Mothers and Parent-Teacher Associations in bringing to the attention of the parents the necessity of keeping these boys in school, until they are called to take their turn in military activities. We are doing what we can to further this drive because we believe that in order to fight not only the battle for Liberty that is so bravely being fought on the battlefields of Europe today, but also in order to solve the problems that will arise after the war

is over, an educated, vigorous manhood and womanhood in America is an absolute necessity. We feel, furthermore, that our educational ideals must be upheld now as never before, and by so urging our young men and women to leave the tasks that lure them, to older, stronger and more experienced shoulders, while they prepare themselves to take up the fight when needed, is not urging them to be "slackers" but rather the best kind of "patriots." It is not in any way clogging the wheels of the war-machine, but instead it is preparing finer material for it, when that material is needed.

INDIANA

Six county teachers' institutes have invited Mrs. Hence Orme, State President, to speak to them and Mrs. Shields, State Organizer, has as many.

The State Teachers' Association has also placed Mrs. Orme on their program.

Everything indicates a great awakening in Indiana to the use and value of the National Congress of Mothers and Parent-Teacher Associations. The annual convention in Fort Wayne will be entertained by the Parent-Teacher Associations of Fort Wayne.

The following questionnaire has been sent to each Parent-Teacher Association in Indiana,

QUESTIONNAIRE FOR BETTER FILM DEPARTMENT

- Name of school.....Grade....No. of Pupils in room....
- No. who attend picture shows....
- No. who attend once per week....twice....three times....four times....
- No. who attend alone....
- No. who attend with parents or guardian....
- No. who like Fairy Tales....
- No. who like Wild West Shows....
- No. who like Serial shows....
- No. who like Story plays....
- Name five of the most popular plays.....
- Have children vote on this.
- Name five recent plays.....
- Have children vote on this.
- Name most popular actors and actresses.....
- Have children vote on this.

QUESTIONNAIRE FOR AMERICANIZATION

- No. of foreigners in community....
- From what nations do they come?
- What causes led to immigration?
- How many women speak English?
- No. of children in public or parochial schools.
- What organization is working with them to teach them American ideals and customs?
- What are their sources of recreation?
- What is the status of the picture shows in their community?
- Appoint a woman to visit the foreign women in their homes and learn of their problems.

Have small groups of mothers meet and teach them English. Begin with their home, the street on which they live, articles of food and clothing, maney values.

Next teach them concerning government. Tell them who is president of the United States. Why we are at war. Who is mayor of their city. Why we should buy bonds and W. S. S.

OUTLINE FOR TALK BEFORE COUNTY TEACHERS' INSTITUTES

Brief history of Congress, relating the relation of P.-T. A.

Incorporation of Congress, 'subsequent incorporation.

How the government has recognized the N. C. M. & P.-T. A.

What the P.-T. A. has done.

What each local P.-T. A. owes to state and national organizations.

Things a P.-T. A. may do.

Real meeting place of Home and School.

The above is the outline I shall use.

IOWA

ANNUAL MEETING

The biennial conference of the Iowa Congress will be held at the Iowa State College, Ames,* October 23, 24 and 25.

The program committee includes Mrs. Isaac Lea Hillis, honorary president, Mrs. Z. C. Thornburg, member of the parent-teacher department, and Dean Catherine McKay, head of the Home Economics Department, Iowa State College. The central thought of this conference will be—"The Demand of the Times on the American Mother." This heed of the hour will be presented and discussed by experts who have been requested to give scientific, but practical and constructive help to parents and teachers. "How can the mother best equip herself for her responsibilities" will sound and resound throughout every session throughout the entire conference. Each session and each day has been planned so that those who can not remain for the entire conference will have a definite idea as to the aim of purpose and the state and national Congress and the possibilities of child-study circles and parent-teacher associations, as well as war-work and war service for mothers.

Mrs. Fred Dick, national vice-president and organizer of the War Camp Community Service of Colorado, will be the only speaker outside of the state. Dr. Ellsworth Faris, acting director, and Dr. Amy Louise Daniels, nutrition expert of the Child-Welfare Research Station, Iowa University, Dr. Albert H. Byfield, Department of Pediatrics, Children's Hospital, Iowa University, Dr. Pearson, president of Iowa State College, and Dean McKay, Department of Home Economics, Mrs. A. H. Hoffman, superintendent of the Polk County schools, and Mrs. Ernest Horn, of Iowa City, and Mrs. Z. C. Thornburg, of

* Indefinitely postponed.

Des Moines, heads of Child-Study and Parent-Teacher departments of the Congress are among the speakers.

BOARD MEETING

At the state board meeting held in Des Moines, August 27, intense interest was manifest in the program submitted by Mrs. Hillis, chairman of the program committee, with discussion of plans which would make the annual conference of the greatest possible value to every mother and that, despite the war and its demands upon the home, would make it worth while to attend. Mrs. Fred. D. Cram, of Mason City, and Mrs. E. E. Sherman, of Keosauqua, both county chairmen in the Children's Year campaign expressed the hope that the Congress would supply the needs of the follow-up work to be done through the home and the school. Mrs. Hillis answered this need in part by saying that every speaker on the biennial program would be instructed to prepare a paper which while scientific should be practical, and if desired, reach every home.

IOWA CITY

Following the board meeting, Mrs. Allen O. Ruste, president of the Congress, went to Iowa City to confer with the Child-Welfare Research Station, and the chairman of the Congress Child-Study Department relative to the biennial program.

Mrs. Ruste was a luncheon guest of the Child-Study Circle organized last spring by Mrs. Ernest Horn, its president, Mrs. Roy Close. This circle has outlined a course in psychology preparatory to child-study. The personnel consists largely of college women, including Mrs. O. H. Carpenter, president of the Parent-Teacher Council, and Mrs. Chas. Baker, principal of the First Ward school and secretary of the Parent-Teacher Council. Mrs. Ruste, in addressing this circle, urged them to develop such leadership as will make them not only better mothers to the individual child, but to carry the mother spirit guided by thoughtful study, led by scientific research into a larger usefulness for world service—to contribute to the realization that the "hope of the world" must come through the American Mother. Iowa City will send a large delegation to the biennial.

CHARLES CITY

Charles City, under the leadership of Mrs. Frank Nies, has organized a Parent-Teacher Council with Mrs. R. A. Reed, president. The general aim is to unify the work of the four Parent-Teacher units, the immediate aim, to make out a more effective program for the meetings of the year which is to include (1) a character-building series of talks and discussions, (2) child-welfare news, (3) war messages. Occasional union meetings will be held, the first, in the nature of a reception to the teachers, with a speaker from Iowa Teachers College, Professor McGlade,

on "The Responsibilities of the School and the Home to the Adolescent Age."

KANSAS

The primary and fundamental principle of the Parent-Teacher Association is the welfare of the child and its upbringing from inception to the age of manhood and womanhood. The parent and the teacher are the dominant factors in the mental, moral and physical growth and development of the child.

At this time there is a special and emphatic need of the Parent-Teacher Association. In the stress of these war times and war activities many agencies, especially among women folks, that in the past gave more or less attention to the child, are now giving every atom of their strength to war industry and welfare. This is well, but does not excuse any neglect that may come to our children in the school where it is trained, or in the social and street life which forms its environment. Hence the Parent-Teacher Association and its special efforts, and many of these efforts may be made of peculiar advantage to both the child and the nation. One of our special features this year is the garden. Every child loves the work of nature if rightly directed, and the teaching of thrift in the use of Thrift Stamps and baby bonds. These are just two illustrations; they could be multiplied indefinitely.

We aim to make our work fit the need of each community, keeping ever in view the welfare and proper growth of the child, as our primary and fundamental purpose.

We are steadily gaining in sentiment for our organization in Kansas.

Have appointed as a new press and publicity agent for Kansas, Miss Ella Woodyard, Kansas City, Kans. Many of our Parent-Teacher Associations are holding the meetings right on through the summer, doing patriotic work, sewing for the Red Cross or doing canning. Little of this work will be reported, as most of our teachers are away for the summer vacation.

MASSACHUSETTS

The Massachusetts Convention will be held in Pittsfield, October 9, 10 and 11, on invitation of the Board of Trade, the School Committee, the School Superintendent and especially the Dawes School Parent-Teacher Association, which has been a great help to the schools in that city. The desire has been expressed so forcibly that the "Advantages of the Parent-Teacher Association be set forth" that Dr. Philander P. Claxton, U. S. Commissioner of Education, is to speak on that subject at the convention. The State Commissioner of Education, Dr. Payson Smith, will also address the convention. President Kenyon L. Butterfield, of the Massachusetts Agricultural College, will speak on the kindred subject "The School, the Teacher, The Parent, The Community."

Physical training will be emphasized especially by the expert physician, Dr. W. R. MacAuckland, of Boston, who has accomplished wonders for the children who have been afflicted with infantile paralysis. He will speak upon the "Duty of the Municipality to the Growing Child." This will be followed by an automobile trip to the Berkshire School for Crippled Children.

Mrs. W. L. Lucas, who has recently returned from France, and who has been connected with the Red Cross work for the children, will tell about the "Refugee Children."

Professor E. P. St. John, psychologist, of Boston University, will address the convention on "The Growth of Selfhood in the Child," while the convention will open with a reception, followed by a patriotic meeting.

At the New England fair held in Worcester, Mass., during the first week in September, the Massachusetts Congress fitted up a booth with books and literature from the Home Education Division of the Bureau of Education and in connection with the Child Conservation committee and the National Council of Defence a fine exhibition of foods for infants and of baby scales was given. In charge were representatives of the Parent-Teacher Associations of the Worcester City Library coöperating and a trained nurse.

There was never a time when the coöperation of all the forces of home and school were so much needed as today. The Home Education Division has *two* new courses that are sure to be very popular, The Thirty World Heroes and The Thirty American Heroes. These were greatly appreciated by the people who came to the Parent-Teacher Association booth to rest and read.

NEW JERSEY

In deference to the message of Secretary McAdoo, "that it be a patriotic duty to refrain from unnecessary travel," also to the increase in railroad fares, and general cost of living, the cordial invitation from the Plainfield Parent-Teacher Associations to the Congress for entertainment this year, has been declined with deep appreciation for their kindness, and a one-day meeting, in place of the usual two-day, will be held in Trenton, Saturday, November 9, from 10 A. M. to 5 P. M. Subject—"War conditions and their relation to the school child." Through the courtesy of Dr. Savetz, principal, the State Normal School has been extended to the New Jersey Congress. Luncheon will be served in the new lunch room of the school, at a reasonable price. Although this is election year, and time so limited, much information and inspiration can be gained. The coöperation of the New Jersey Congress, with the State Summer School, July 18 and 19, in Ocean City, was most helpful. The number of delegates, although less than last year, expressed an appreciation of the advantage offered for closer observation of new school methods, and to meet New Jersey teachers. The

address by Dr. Chamberlin, of New York, on "Woman's Work During the War" proved most helpful.

OHIO

CALL TO 1918 WAR CONVENTION

Attention, Ohio Congress of Mothers and Parent-Teacher Associations! Plan to send delegates to Circleville, October 3, 4, 5. Great things are before us.

October 3, at 1 P.M., the state board meets and registration of delegates opens at headquarters, the parlors of the "American House."

To obtain an idea of the setting of convention, a drive will be made at three to the historic Logan Elm, guarded over by Mr. Logan in the distance, which watches more closely over our soldier boys farther down the valley. E. O. Randall, state archæologist, noted author and speaker, will tell about this region.

That evening at 7:30 the convention opens in the new high school auditorium with music, welcomes, responses and addresses. Both that night and the next, educational and government speakers of note will point out to us, not what to do (every patriotic Ohioan is doing much) but how to work in the best manner to gain best results for home, school and country.

Friday will be a wonderful day with this fine array of talent. These leaders—in some cases a substitute—will give addresses and hold a round table after each. Plan especially to put into this day your individuality and attention that you as a delegate or visitor may gain a very constructive knowledge of your work to take home with you for another year of service.

Noon, *Friday*, Domestic Science Luncheon—School House, 50c.

6 P.M., War Banquet, at Hotel—75c. Toasts by officers, old, new, et al.

Saturday, 9 A.M., Business session, election of officers. 10 A.M., Trip to Camp Sherman. Luncheon at Hostess House. 1 P.M.—Y. W. C. A. Hall. Address, Dr. Kate Waller Barrett, Washington, D. C., Chairman National Congress Army and Navy Camp Committee—a speaker of powerful eloquence with a grand mission.

Suggestions to the Congress War Mothers by an officer. (An officer there now may not be there then.)

If your "War Mothers" are not organized into a committee, pray do this at once and welcome every one in your district, every parent of boy or girl in the Army, Navy, Red Cross or Canteen, and learn details at convention.

Closing with a short state board meeting, delegates will be free to inspect camp and visit soldier friends. Good accommodations can be had for \$1.00 per day by reserving a room through the camp Y. W. C. A.

Use enclosed credential card and write out as many more as you need. Send at once to Mrs. Howard Jones, Circleville, for details and be as-

signed room entertainment as long as the private homes hold out.

The Government turns to us this Child-Welfare Year as one of its strong arms of support. Our field covers all stages of such work, from the infant demanding to be well born, to the grown up boy and girl of the Army, Navy, Red Cross and Canteen, requiring also our care and protection.

Fail not. Bring your little bag and be on hand with the best there is in you.

Yours for winning the war speedily,
(MRS. W. H.) GEORGINA CASE SAWYER,
President.

OREGON

The Oregon Congress of Mothers, in connection with the Child-Welfare work of the Woman's Committee Council of Defense, maintained a booth at the State Fair in the interest of the work of both these organizations in September 23 to 28 in Salem, Oregon.

For the remainder of the year the "follow-up" work of the Children's Year will be given over to the Parent-Teacher Associations of Oregon. We are hoping this will greatly enthuse the Parent-Teacher Associations and add materially to the membership, as it will give them a definite work in the line of war-time activities.

PENNSYLVANIA

State Convention in Coatesville, Thursday, Friday and Saturday, October 24th, 25th and 26th, 1918.

The "Little Pittsburgh of the East" is looking forward with great pleasure to entertaining the delegates from Parent-Teacher Associations and Home and School Leagues from all parts of our great Keystone State on October 24th, 25th and 26th.

The general plans include some of the best speakers in the United States, some excellent music, a drill by a large company of Colored Girl Scouts, a reception by the Coatesville Century Club, a Musicales by the Monday Night Musical Club, an auto trip to historic Valley Forge and discussion of some of the most important subjects of the present time.

The Coatesville Chamber of Commerce is co-operating magnificently with the Parent-Teacher Association in the plans, and the office of the Chamber of Commerce will be a general bureau of information to all delegates.

The hotel rates are as follows: Coatesville House, European plan, \$1.00, \$1.50 and \$2.00 per day; Speakman House, European plan, \$1.00 and \$2.00 per day; Hotel Grand, European plan, \$1.00 and \$1.50 per day; Y. W. C. A., European plan, 50c. and 75c. per day; Lincoln Highway Inn, American plan, room with bath, two in room, \$4.00 per day; one in room, \$3.50 per day; room without bath, two in room, \$3.50 per day;

single room, with bath, \$5.00 per day; single room, without bath, \$3.50 per day.

For information address the local committee, which includes the following: Mr. C. H. Heintzelman, Secretary of the Coatesville Chamber of Commerce; Mrs. Clarence Hope, Pomeroy, Chester County, Pa.; Mrs. Edward Kerr, of Downingtown, Chester Co., Pa.; Mrs. C. D. Finnigan, president, Coatesville Parent-Teacher Association, Coatesville, Pa.; Mr. Harvey H. Vander-slice, superintendent, Coatesville Public Schools, Coatesville, Pa.; Miss Anna E. Harlan, president, Coatesville Century Club, Coatesville, Pa.

GREENSBURG

Our benefit for the United Service Clubs, July 12, was quite a success in spite of a stormy rainy night and the fact that it was held several miles from Greensburg in a small park. We will clear in the neighborhood of two hundred dollars. Not much, but it may help a little to provide some accommodations for men in uniform.

Greensburg is a regular stop for the truck trains. Often two hundred men remain over night. Some of our representative women started during the cold weather last winter to give the boys something good and wholesome to eat in one of the churches—First Presbyterian. In many ways they have conducted their work along the lines of the united service clubs—giving the boys the same atmosphere of helpfulness. It has been greatly appreciated by the boys.

The women have fed in the neighborhood of 9000 soldiers, besides doing little personal kindnesses. Many letters of thanks and appreciation have been received from the mothers and friends of the boys. But, my dear, as you know, the bad women are always at work and some have even followed the men here from Pittsburgh—so that several times there was a little bad flavor mixed in with the good. The Red Cross Representative of canteen work has been determined to organize a canteen in Greensburg, and overlooking the good done has enlarged upon the few instances of evil.

Greensburg is a wealthy patriotic town with a wonderful war record. Major General Coulter (Colonel Coulter) and others have gone from here, besides our Company I of Pennsylvania 10th Regiment was made up of members of the most prominent families.

There is much opposition among the mothers of the boys going to a canteen. They feel that Greensburg with her war history and money should be able to care for the boys coming through gratis.

We are planning to have a mass meeting and perfect the organization, then put our armory in first-class condition, fix the showers, put in cots with clean linen and fix up a reading and rest room along the lines of the United Service Club. Then have the women who have been feeding the soldiers conduct the cafeteria or kitchen and dining-room service just as they

have been doing in the past. But of course they will be known as part of the National Army and Navy Camp Committee and will follow as near as possible the work carried on by the United Service Clubs.

MESSAGE TO MEMBERS OF PENNSYLVANIA
CONGRESS

The Americanization Bureau of the Pennsylvania State Council of National Defense has been assigned the task of Americanizing the foreign-born of this Commonwealth. The program includes the following well-defined lines of operation:

1. A loyalty campaign by means of: (a) Speakers' Bureau, (b) English and foreign language press, (c) enrolling every family in Pennsylvania as a member of the Pennsylvania Council of National Defense, (d) other means of general publicity.
2. Survey of the Americanization Activities in the State. (a) Those in active operation, (b) those contemplated but not organized, (c) those necessary but not contemplated.
3. Registration of the foreign-born.
4. General Americanization activities as follows: (a) Every Pennsylvanian a loyal English-speaking American, (b) every Pennsylvania home an American home, (c) a baby saved for every Pennsylvania soldier killed at the front, (d) capacity production as industry's contribution toward winning the war, (e) intensive pro-Ally propaganda by every Pennsylvanian.

We are writing you to learn:

1. What your organization has done along Americanization lines.
2. The location of your field of activities.
3. What you can do as a coöperative agency of this organization.
4. Will you submit a plan immediately of possible activities in line with our plan of Americanization?

This letter is in accordance with the policy of the Pennsylvania Council of National Defense, in that it does not set up new organizations, but that its chief business is that of coördinating the work and utilizing all existing agencies in any field of activity.

The Americanization of the foreign-born is a task of sufficient magnitude to challenge the supreme effort of any organization and give it a specific setting in the great sum of war activities.

I know that you will assist us in this cause, to the degree of your ability.

TENNESSEE

Congress of Mothers and Parent-Teacher Associations has a Child-Welfare Department at the Tennessee State Fair at Nashville.

Mrs. Eugene Crutcher, State President, through the generous action on the part of the Home and Educational Department of the Tennessee State Fair and Exposition, had charge of

the Child-Welfare Department of the Fair, September 16-21, in a spacious booth assigned for the work of this Department by the State Fair management.

Mrs. A. L. Childress was chairman of local arrangements. This is a state movement for child welfare and educational advancement.

Weighing and measuring in the Better Babies Department, a rest room for tired mothers, a demonstration of dietetic lunches, and a playground were features of the department.

Prizes were awarded in the Child-Welfare Department as follows:

1. Best collection of vegetables, home grown by any member of Parent-Teacher Association: East Tennessee, \$5.00; Middle Tennessee, \$5.00; West Tennessee, \$5.00.
2. Best collection of vegetables from school gardens under auspices of Parent-Teacher Association in Tennessee, \$5.00.
3. Best collection of flowers, \$5.00.
4. Best collection of vegetables from affiliated associations, \$5.00.

The awarding of these prizes was directed by Mrs. Jas. C. Bradford, State Chairman Home and School Gardens; Mrs. Eugene Crutcher, State President Child Welfare; Mrs. A. S. Childress, Chairman Local Arrangements; Mrs. Robt. W. Nichol, Director Home and Educational Department, Tennessee State Fair and Exposition.

Mrs. Crutcher sends the following message to each local president:

The National Chairman of publicity asks that you send me a report of special child-welfare work done during the past year. How it was done, plans which were successfully carried out, results of work done. For instance, have you weighed and measured your babies of pre-school age and been instrumental in following up work in medical examinations? Has your school installed the school lunch system, furnished milk for children, helped in fresh air schools, adopted a French orphan, established a canning center, and how many have home and school gardens? In fact we want everything that has been done in Child-welfare work and detailed information of all war work done,—Red Cross, Liberty Loan, Thrift Stamps.

Send pictures of your work. They must be 3¼ x 5 in. and glaze finish.

As soon as this material is in my hands, I will send it to the National for publication.

The State President, Mrs. Eugene Crutcher, recommends that the Modern Health Crusaders movement be part of the regular work of Parent-Teacher Association. Supplies will be sent to each chairman together with all needed literature as soon as amount of such supplies and literature can be ascertained. Enough will be sent to supply each of your sub-chairmen, without cost, if you will address J. P. Kranz, Peabody College, Nashville, Tenn., and give him name and address of each of your sub-chairmen as well

as your own name and address. Let us take this work up at once as this is one important way in which we can help make the children of today fit for the duties which as citizens of tomorrow they must take upon themselves. Let us make them physically fit first, in order that all other fitness may follow.

TEXAS

The annual convention of the Texas Branch National Congress of Mothers and Parent-Teacher Associations will be held at Wichita Falls, November 6, 7, 8. We in Texas have our problems. Many of the Parent-Teacher Associations did not pay dues last year because of being in the drouth-stricken region. Conditions are worse this year.

Notwithstanding the obstacles the five district presidents report that our work is growing, and, considering war times, we are doing well.

We are planning joint meetings with the county institutes. Mrs. E. A. Watters has held the joint meetings in Larent County since September 1909.

Miss Moore, Chairman of War Work, reports encouragingly as follows:

I am glad to send the good word on to you of the largely increased interest in the work of the Parent-Teacher Association. It is a very good index of the attitude toward the work to feel the pulse of the teacher, and this year I find a most cordial and sympathetic note sounding both from the men and the women. I find this to be the case in a large measure. There are such organizations but they are not in the state association. I believe if we could devise ways and means of successfully carrying out our war work plan and pushing our educational propaganda there would be a large ingathering of these local associations this fall. I am writing to the district chairmen to push this for this fall in order to hold them and I am writing you to ask your aid in encouraging this as the *first* work in September when the schools reopen. I am planning this as an imperative need for the teacher in order to do her best work; for the patron in order to receive the best from the teacher; and for the citizen in general in order to secure the best for good citizenship.

PROGRAM FOR PARENT-TEACHER ASSOCIATIONS* FOR OCTOBER

The Programs given from month to month require the service of three members of the association for each meeting. They develop home talent, at the same time providing papers of educational value in child-nurture. They ensure a high standard for the season's meetings, and awaken wider interest in child-welfare as the members learn of the movement throughout the world.

FIRST TOPIC—President's Desk—The Moral Side of Child Welfare.

Physical Welfare Work with Children in War Times.

SECOND TOPIC (To be assigned to another member).

What Parent-Teacher Associations in other States are Doing.

THIRD TOPIC (To be assigned to third member).

Current Events in Child-Welfare

List of Loan Papers in Child Nurture suitable for programs may be secured by sending 3 cent stamp to National Congress of Mothers and Parent-Teacher Associations, 1314 Mass. Ave., Washington, D. C.

* See September number of CHILD-WELFARE MAGAZINE for other programs.

**On the Register of the
National Congress of Mothers United Service Club for Enlisted Men
Are Names of Boys from Every State**



**Will You Do for these Boys in or near Washington What You Would Like
Some Mother to do for your Boy Wherever He May Be?**

HAVE YOU SENT YOUR CONTRIBUTION FOR THIS WAR WORK?

Over 200,000 enlisted men of the army and navy are stationed in the vicinity of Washington. They come from every state of the Union. Mothers and fathers of every state are therefore directly concerned that in Washington these men may have the hospitality of mothers, home influence and good lodging at moderate cost.

Thousands more of them are in Washington than can receive such hospitality and comfort, for Washington people are taxed to the utmost to meet the demands that war conditions have brought upon them.

Send checks to Washington Loan & Trust Co., Treasurer Army and Navy Camp Committee National Congress of Mothers, Washington, D. C.